A STUDY OF SELF-CONCEPT, LEVEL OF ASPIRATION AND READINESS FOR LEARNING AMONG FIRST GENERATION LEARNERS

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- N. S. Donga

Chapter- I

PRESENTATION OF THE PROBLEM

INTRODUCTION

The researcher is associated with the students of secondary, graduate and post-graduate levels, for the last twenty years. The researcher has often observed the difference in personality structure of rural students perticularly the students whose parents are not literate and urban students whose parents are literate. So he was keenly interested to know the factors which are differentiating the first generation learners from the other learners.

Mean while researcher happened to see a copy of " Educational Research During last 15 years of the Century." by Atmanand Sharma, Published by the Department of Policy Research Planning and Programming, NCERT, New Delhi. The resecher found thurst areas for research from that report. His original problem was related to universalization of education. A proposal was prepared related to this area. After sanction of this proposal the research was undertaken on the problem titled as " A Study of Self-concept, Level of Aspiration and Readiness for Learning among first generation learners."

REVIEW OF RELATED LITERATURE

Numerous researcher in foreign countries have paid their attention to the studies regarding level of aspiration. Some of them have tried to see the effect of level of aspiration upon academic achievement of school students (Uhlinger and Stephens 2960; Sears 1941). But most of them have tried to find out the factors, which are affecting the development of aspiration level. Bochm and Nass (1962), Klein (1968), Berschied and Dien (1971) have studied the role of parents on development of aspiration level. They found that although both parents play an importent role in training for achievement, it has been revealed that the maternal approach to training is more emetionally linked with development of aspiration, because mothers pay greater emphesis on warmth and approval for success and disapproved for failure than father do.

Parental ambitions (Garrison, 1964; Couch 1967), cultural traditions and past experiences (Cronbach 1963; Bell 1963; capenllo 1965; Garrison 1966) are the main sources in the development of aspiration level.

Sex too occupies an important place in the development of aspiration. Boys tend to feel a need for greater attainment than girls and their aspirations are more related to asthetic, academic work and sex - appropriate Vocations. In the contrary, girls' aspirations relate most often no personal attractiveness and social acceptance (Bennett and Cohen 1959).

Strickland (1971) found that level of aspiration was related to sex, with lower class black and middle class white males giving higher aspiration estimates than their female counter parts. Dunne, Elliott and Carlson (1981) too have reported that females show significantly higher educational aspirations and slightly higher occupational aspirations. Morracco (et. al. 1981) and sewell (et. al. 1968) have been found males to score higher in aspirations than females. Brook (1981) and Gezzard (1982) have found relationship of level of aspiration with life satisfaction, family circumstances, socio-economic status and sex of the subjects.

In India (Mohanti, 1972; Pillai 1977; Kureshi 1980; Chadda 1980; Saxena 1981; Bedi 1982; Prakash 1984; Prasad 1985; Sundarrajan and Chandra 1986; Khan and Hasain 1988) have tried to see the effect of sex, socio economic status, area, academic achievement, intelligence, age, achievement motivation, parent's education, frustration, religion, risk taking locus of control, anxiety, creativity, College environment and adjustment on level of aspiration.

In three studies females werd found having higher level of aspiration, in four studies males were found having higher level of aspiration while in remaining studies sex was not found effective on level of aspiration.

The result regarding the effect of area, social status, and educational level were not found conclusive. Intelligence (Pillai 1977), creativity (Kureshi 1980), Achievement

motivation (Saxena 1981), risk taking (Prakash 1984), and level of parent's education (Sunderrajan and Chandra 1986) were found effective on level of aspiration.

The self-concept of an individual has important place in his personality structure. Many researchers of foreign countries have tried to correlate self-concept with different variables. Some researchers have tried to see the relationship between self concept and social class. Deutch (1964), Havinghurst (1964), Copersmith (1947), Tannenbaum (1967), Milner (1970), Zinkel (1971) and Marry and Shelley (1981) found that the socially disadvantaged pupils have low and negative self-concepts. However, results obtained by Davidson et. al. 1966), Seares and Seares (1969) and Trobridge (1970) showed that the socially disadvantaged children do possess positive self-concept.

Indian researchers (Sharma '78; Uchat 1979; Shrivastava 1979; Sing 1979; Sarswat 1982; Ray 1983; Gosh and Khurana 1986; Panwar 1986; Agnihotri 1990) have studied the relation of sex area,achievement, adjustment, SES, age, achievement motivation, value, attitude, learning disability, locus of control, size of family and birth order with self-concept. Results regarding the effect of sex, area and social status, on self-concept was not conclussive. Intelligence ~~(Sharma, 1978), discipline~~ (Uchat 1979); Creativity and attitude (Singh 1979), adjustment (Saraswat 1982), and Home environment (Panwar 1986) were found effective.

Readiness is learning in simply a matter of the child being able to profit from the training and the experiences to which he may be subjected. Gangappa (1972) reports that the extent to which a child has the capacity to bring bear on a given task determines the degree of readiness on the part of the child to learn. Readiness for a given task depends on several like the learner's maturity, capacity, experience, home and community background, interest and motivation. Readiness is a condition that effects teaching and learning for all educational goals, at all educational levels and in all types of curricula. Hence it is quite essential that teachers should have an adequate knowledge about children's readiness for learning.

Pupil's readiness also depends on their interest and willingness to learn. Generally pupils will have no interest in an activity when it does not cater to their needs and is not geared to their abilities. A child will not be prepared to learn an activity when the activity is not familiar and meaningful to the child. A child may be matured for an activity, but it cannot learn the activity effectively unless it has an interest or a mind in the activity.

ODunusi (1986) found that interest, understanding availability of material for the lesson, participation of children, practice of process skills and the cognitive style of child were effective for readiness for learning.

OBJECTIVES OF THE STUDY

The review of the related researches ' led to set the following objectives for the study.

1. To study the effect of sex, academic status and socio-economic status of first generation learners on their self-concept.
2. To compare the self-concept of first generation learners with the self-concept of other learners when their sex, academic status and socio-economic status are the same.
3. To study the effect of sex, academic status and socio-economic status of first generation learners on their level of aspiration
4. To compare level of aspiration of first generation learners with the level of aspiration of the learners when their sex, academic status and socio-economic status status are the same.
5. To study the effect of sex, academic status and socio-economic status of first generation learners on their readiness for learning.
6. To compare readiness for learning of first generation learners with the readiness for learning of the other learners when this sex, academic status and socio-economic status are the same

HYPOTHESES OF THE STUDY

On the basis of the review of related literature thirty three hypotheses have been formalated. These are as under :

(i) There will be no significant difference in average scores of self concept of BOYS and GIRLS of first generation learners

(ii) First generation learners having different LEVELS OF ACADEMIC Status (viii, ix and x std.) will not differ significantly on average scores of self-concept

(iii) First generation learners having different levels of Socio-economic status will not differ significantly on average scores self-concept

(iv) Boys of First generation learners and the other learners will not differ significantly on average scores of self concept

(v) Girls of first generation learners and the other learners will not differ significantly on average scores of self concept

(vi) First generation learners and the other learners studying in std. VIII will not differ significantly on average scores of self concept

(vii) First generation learners and the other learners studying in Std. IX will not differ significantly on average scores of self concept

(viii) First question learners and the other learners studying in Std. X will not differ significantly on average scores of self-concept

(ix) First generation learner and the other learners having high Socio-economic status will not differ significantly on the average score of self concept.

(x) First generation learners and the other learners having middle socio-economic status will not differ significantly on the average score of self concept

(xi) First generation learners and the other learners having low Socio-economic status will not differ significantly on the average scores of self concept.

(xii) Boys and girls of first generation learners will not differ significantly on the average scores of level of aspiration.

(xiii) First generation learners having different levels of ACADEMIC STATUS (viii, ix and x std.) will not differ significantly on the average score of level of aspiration.

(xiv) First generation learners having different levels of SOCIO-ECONOMIC STATUS (high, middle and low) will not differ significantly on the average scores of level of aspiration.

(xv) Boys of first generation learners and the other learners will not differ significantly on average scores of level of aspiration.

(xvi) Girls of first generation learners and the other learners will not differ significantly on the average scores of level of aspiration.

(xvii) First generation learners and the other learners studying in Std. VIII will not differ significantly on the average scores of level of ASPIRATION.

(xviii) First generation learners and the other learners studying in Std. IX will not differ significantly on the average scores of level of aspiration.

(xix) First generation learners and the other learners studying in Std. X will not differ significantly on the average scores of level of aspiration.

(xx) First generation learners and the other learners having high SOCIO-ECONOMIC status will not differ significantly on the average scores of level of aspiration.

(xxi) First generation learners and the other learners having MIDDLE Socio-economic status will not differ significantly on the average scores of LEVEL of aspiration.

(xxii) First generation learners and the other learners having LOW socio-economic Status will not differ significantly on the average scores of LEVEL OF ASPIRATI

(xxiii) Boys and girls of first generation learners will not differ significantly on the average scores of readiness for learning.

(xxix) First generation learners and the other learners studying in Std. IX will not differ significantly on the average scores of readiness for learning.

(xxx) First generation learners and the other learners studying in Std. X will not differ significantly on the average scores of readiness for learning.

(xxxi) First generation learners and the other learners having high Socio-economic status will not differ significantly on the average scores of readiness for learning.

(xxxii) First generation learners and the other learners having middle Socio-economic Status will not differ significantly on the average scores of readiness for learning.

(xxxiii) First generation learners and the other learners having low socio-economic status will not differ significantly on the scores of readiness for learning.

OPERATIONAL DEFINITION OF KEY WORDS

Operational definition accepted for the key words involved in present study were as follow.

SELF-CONCEPT. The score obtained by the subject on Shah self-concept inventory

[LEVEL OF ASPIRATION. The score obtained by the subject on Level of Aspiration Coding test.]

READINESS FOR LEARNING. The score obtained by the subject on readiness for learning inventory prepared by the researcher.

FIRST GENERATION LEARNERS. The learners whose [illegible], father, mother, grand father and grand mother have not taken formal education.

SOCIO-ECONOMIC-STATUS. Socio-economic status of the subject determined by Desai Socio-economic status scale.

ACADEMIC STATUS OF LEARNERS Standard VIII, XI and X were considered as academic status of learner.

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VARIABLES INVOLVED IN THE STUDY

Dependent variables :	1. Self-concept 2. Level-aspiration 3. Readiness for learning
Independent variables:	1. Sex 2. Academic Status of learner 3. Socio-economic-status

SIGNIFICANCE OF THE STUDY

1. The results of the study will throw light on personality structure of the first generation learners.
2. It will show the difference between the first generation learners and the other learners with respect to self-concept level of aspiration and readiness for learning
3. The standardized instruments for measuring level of aspiration and readiness for learning in Gujarati language will be available.

Chapter - II

METHOD AND DESIGN OF RESEARCH

In the present chapter population, sampling procedure, tools, collection of data and statistical techniques used for analysis have been discribed.

POPULATION

The students studying in standard VIII, IX and X in schools of Rajkot Taluka in the academic year of 91-92 were considered as the population for the present study.

SAMPLIING PROCEDURE

There were 19 secondary schools in Rajkot Taluka. Out of 19 schools. Eleven schools were selected rendomly for the sample. From each selected school, ten FGLS from each stand were selected rendomly. Same way from each selected school, ten other students from each standard were selected. Thus 330 FGLS and 330 other students were selected for total sample.

TOOLS

Four tods were used for collecting the data.

SELF CONCEPT INVENTARY. To measure the self-concept Shah self concept Inventory was used. Eighty adjuctives are given in the inventary. Respondent has to respond each adjective by selecting one alternative out of five given against each adjuctive. The inventory is standardised for Gujarati students. It was found appropriate to use for this study, observing its reliability and validity.

READINESS FOR LEARNING INVENTORY. It was prepared by the reasearcher to measure the readiness for learning. There are 40 statements which includes different activation of the learner in the school environment. On this inventory the teacher who know the learners very well has to respond on each item. He has to give his opinion about the student for his participation in different learning activities. The reliability and validity were established. Test-retest reliability index was found 0.78 and the coefficient of co-relation between scores on the inventary and achievement scores was found 0.57. Thus it was found reliable and valid.

LEVEL OF ASPIRATION SCALE. To measure the level of aspiration, Level of Aspiration code Test was adopted from Ansari and Ansari Level of Aspiration Code Test. Goal Discripancy score was used as Score of Level of Aspiration. In the test the respondent has to make specific signs during one minute. Respondent first decides how many signs he will do. Then he makes signs for one minutes. Thus he performs same way for eleven times. For Goal Discripancy score number of signs done in previous test is substrated fro the number of signs he desires to do in the test. The difference between these two numbers with positive or negetive sign is considered as Goal Discripancy score or level of aspiration score. The reliability and validity of adopted form was established and was found satisfactory. Test-retest co-efficient of correlation was 0.52 Validity index was 0.43.

SOCIO-ECONOMIC STATUS SCALE. To identify the socio-economic sstatus of the student, Desai Socio-Economic Status Scale was used. In the scale respondent has to provide the information regarding his/her caste, father's occupation, father's education, family income, fecilities of house, while score can be give to the information with the help of manual. Total score range is possible from 0 to 35.

COLLECTION OF THE DATA

After taking the permission from the principals of the schools, time schedule for administering the test was prepared according the schedule. Researcher visited each sample school once for administering the test. In each school the SES scale, Level of aspiration test, readiness for Learning Inventory and self-concept Inventory were administered. Each test was administered according to the instructions given in the manual of the test. Ideal environment for testing was maintained.

COLLECTED DATA

Answer sheets of each test were scored with the help of respective scoring key.

The maximum score on self-concept inventory was possible from 80 to 320, on Readiness for Learning Inventory it was possible from 40 to 200 on SES scale possible score was 0 to 35.

[Moreover the information about sex, educational level of student, SES and educational level of parents was collecte

Thus, eight informations regarding 630 students were obtained. Out of these informations three informations: (1) self-consept score (2) readiness for learning score (3) level of aspiration score were in interval scale, while other informations : (1) sex (2) educational level of student (3) educational level of parent (4) socio-economical status and (5) social class were in ordinary or nominal scale.

ANALYSIS PROCEDURE

For testing the null hypotheses, the statistical Technique t-test was used. Significance of differences in self-concept scores, level of aspiration scores and readiness for learning scores between two or more groups according to the independent variables sex, educational level of students and SES were tested using the t-test.

Level of significance of difference between various groups.]

Chapter-III

ANALYSIS AND INTERPRETATION

For testing the hypotheses data were analysed using statistical technique t-test. Analysis of the data and interpretation of the results are given in the order of hypotheses.

EFFECT OF SEX, EDUCATIONAL LEVEL OF THE LEARNER AND SOCIO-ECONOMICAL STATUS OF FIRST GENERATION LEARNERS ON THEIR SELF-CONCEPT

Hypotheses No. 1 to 3 were framed to find that whether there is an effect of sex, educational level of students and SES on self-concept of first generation learners or not ? For that the total sample was divided into two or more groups according to the levels of independent variables. The sample was classified into two groups (boys and girls) according to the levels of sex, into three groups (VIII, IX and X) according to the levels of the education of student and into three groups (High, middle and law) according to the levels of socio-economic-status. The mean and standard deviation of each group was calculated. To test the significance of mean difference between two groups t-test was used. The results of the calculations are given in Table-1.

Table-1

SELF-CONCEPT OF FGL WITH REFERENCE TO SEX, EDUCATIONAL LEVEL OF STUDENT AND SES

Variable	Levels of variable	N.	M.	SD.	t-value
Sex	Girls	154	294.21	30.38	0.64
	Boys	161	292.07	28.95	
Educational	VIII	156	290.47	33.51	t VIII/IX =1.1
level of	IX	81	296.15	35.84	tVIII/X=2.97^{++}
student	X	78	304.08	32.08	tIX/X =1.56
SES	High	27	333	29.00	tH/M =6.39^{++}
	Middle	85	289.37	36.34	t =6.40^{++}
	Low	207	294.17	34.09	t/ML =1.04

** Significant at 0.01 level.

Observation of Table-1 reveals that mean self-concept scores for girls and boys were 294.21 and 292.07 respective. The t-value for the significance of difference between these two means was 1.18 which was not significant. So the null hypothesis-1 " There will be no significant difference in average scores of self-concept of boys and girls of first generation learners," was not rejected. It means the self-concept of boys and girls of first generation learners was the same.

Out of three group according to the educational level of students, the students of Std. eight and Std. ten were significantly different in self concept (CR= 2.97, p$<$0.01).

The self-concept of students of standard X was higher than that of students of standard VIII. Thus the hypothesis- 2 " The first generation learners having different levels of academic status (VIII, IX and X) will not differ significantly on everage scores of self-concept." was rejected partially.

The mean self concept score of the students having high socio-economic status was different from the mean self-concept scores of the student having middle SES. (CR = 6.39 $p < .01$) and low SES (CR = 6.40, $p < 0.01$). The self concept of the students of high SES was highest among the three groups according to the SES. Thus the hypothesis-3. "The first generation learners having different levels of SES will not differ significantly on average scores of self-concept" was rejected partially.

COMPARISON OF SELF-CONCEPT OF FGLS WITH THE OTHER LEARNERS WITH RESPECT TO SEX, ACCADEMIC LEVEL OF LEARNERS AND SES.

Hypotheses No. 4 to 11 were framed to find that is there same difference in self-concept between FGLS and other learners at each level of sex, academic level of learners and SES ? For that, the mean self-concept scores of first generation learners and the other learners were compared for each level of sex, academic level of learners and SES. The results of the calculations are given in Table-2.

Table - 2

DIFFERENCE IN SELF CONCEPT OF FGLS AND THE OTHERS AT EACH LEVEL OF SEX, ACADEMIC LEVEL OF LEARNER AND SES

Variable	Level of variable	Learners' generation	N	M	SD	t-value
Sex	Girls	FGLs	154	294.21	30.38	1.57
		others	161	299.46	29.01	
	Boys	FGLs	161	292.07	28.95	3.77++
		others	154	305.10	32.30	
academic level of learners	VIII	FGLs	156	290.47	33.51	3.72**
		others	214	303.78	34.74	
	IX	FGLs	81	296.15	35.84	0.05
		others	54	296.46	34.18	
	X	FGLs	78	304.08	32.87	0.44
		others	47	301.70	26.38	
SES	High	FGLs	27	333.0	29.00	1.57
		others	45	321.69	30.72	
	Middle	FGLs	85	289.37	36.34	2.29*
		others.	110	301.51	37.14	
	Low	FGLs	203	294.17	34.09	0.64
		others	160	296.46	33.30	

* Significant at 0.05 level

** Significant at 0.01 level

Observation of Table-2 shows that the female FGLs and the female other learners were not different in self-concept significantly. (CR = 1.57, $p > 70.05$), while male FGLs and the male other learners were different in self-concept significantly (CR = 3.77, $p < 0.01$).

In the case of academic level of learners only FGLs and the other learners of VIII were different in self-concept significantly, but they were not different at the level of IX and X.

Out of three levels of SES, only the FGLs and the other learners of middle SES had different self concept (CR = 2.29, $p < 0.05$).

In all the cases where difference was found significant the self-concept of the other learners was found higher than that of FGLs.

Thus the null hypotheses No. 5, 6 and 10 were rejected.

THE EFFECT OF SEX, ACADEMIC LEVEL OF THE LEARNER AND SOCIO-ECONOMIC STATUS OF FIRST GENERATION LEARNERS ON THEIR READINESS FOR LEARNING

The null hypotheses No. 12 to 14 were framed to find the effect of sex, academic level of the learner and SES of FGLs on their readiness for learning. The significance of difference between two groups was tested with the help of t-test. The results are presented in Table-3.

Table-3

READINESS FOR LEARNING OF FGLs WITH REFERENCE TO SEX, ACADEMIC LEVEL OF LEARNER AND SES.

Variable	Level of variable	N	M	SD	t-value
Sex	girls	154	151.47	22.40	0.63
	boys	161	153.01	21.25	
Academic level of learner	VIII	156	152.15	20.79	t-VIII/IX = 0.34
	IX	81	153.25	24.81	t-VIII/X = 0.07
	X	78	151.90	25.76	t-IX/X = 1.74
SES	High	27	168.00	25.00	t-H/M = 1.67
	Middle	85	158.91	23.23	t-H/L =2.78**
	Low	203	153.83	24.27	t1M/L = =1.67

** Significanta at 0.01 level.

Observation of Table-3 reflects that there was not significant difference in mean scores of readiness for learning of boys and girls of FGLs. (CR = 0.63, $p > 0.05$).

Not a single t-value for the difference between the two mean scores of readiness for learning of any two groups FGLs according to the academic level of learners, was significant.

The mean score of readiness for learning of the FGLs with high level of SES was higher than that of the FGLs with low level of SES. (CR = 2.78, $p < 0.01$)

Thus, there was only effect of SES on readiness for learning of FGLs. Hypotheses 12 and 13 were not rejected, while hypothesis 14 was rejected partially

COMPARISON OF READINESS OF FGLS WITH THE OTHER LEARNERS WITH RESPECT TO SEX, ACADEMIC LEVEL OF LEARNERS AND SES

Hypotheses No. 15 to 22 were framed to find that is there same difference in readiness for learning between FGLs and other learners at each level of sex, academic level of learners and SES). For that the mean readiness for learning scores of first generation learners and the other learners were compared for each level of sex, academic level of learner and SES,. The results of the calculations are given in Table-4.

Table-4

DIFFERENCE IN READINESS FOR LEARNING OF FGIS AND THE OTHERS AT EACH LEVEL OF SEX, ACADEMIC LEVEL OF LEARNER AND SES

Variable	Level of variable	Learners' generation	N	M	SD	t-value
Sex	Girls	FGIs	154	151.47	22.40	1.38
		others	161	155.06	23.66	
	Boys	FGIs	161	153.01	21.25	2.75^{**}
		others	154	159.75	22.25	
Academic level of learner	VIII	FGIs	156	152.15	20.79	2.38^{+*}
		Others	214	157.56	22.64	
	IX	FGIs	81	153.25	24.81	1.77
		Others	54	160.15	20.35	
	X	FGIs	78	151.90	25.76	0.26
		Others	47	153.17	27.20	
SES	High	FGIs	27	168.00	25.00	1.46
		Others	45	158.69	27.97	
	Middle	FGIs	85	158.91	23.23	1.18
		Others	110	154.56	28.41	
	Low	FGIs	203	153.83	24.27	1.84
		Others	160	158.56	24.27	

+ Significant at 0.05 level.

** Significant at 0.01 level.

Observation of Table-4 reveals that there was not significant difference between mean scores of readiness for learning of female FGIs and female other learners, while male other learners were higher in readiness for learning significantly than male FGIs. (CR = 2.75, $p < 0.01$).

There was no difference in readiness between FGLs and other learners of Std.IX and X, but FGIs and other learners of Std. VIII found significantly different in readiness for learning. Other learners were found more ready for learning, (CK = 2.38, $p < 0.01$).

Mean scores of readiness for learning of FGLs and other learners were not found different significantly at any level of SES.

Thus out of eight hypotheses (15-22) hypotheses 17 and 18 were rejected and others were not rejected.

THE EFFECT OF SEX, ACADEMIC LEVEL OF THE LEARNER AND SES OF FGLS ON THEIR LEVEL OF ASPIRATION.

Hypotheses No. 23 to 33 were framed to find whether '..there is an effect of sex, academic level of the learner and SES of FGLs on their Level of Aspiration or not ? The score of Level of Aspiration for each subject was obtained by using Level of Aspiration code test. (The formula for score of Level of aspiration was : level of aspiration score = no-of codes competed - No. of codes desired to complete in next task.) Average of such ten differences was taken as final score of level of aspiration. The significance of difference between two groups was tested with the help of t-test. The results are presented in Table-5.

Table-5

LEVEL OF ASPIRATION OF FGIS WITH REFERENCE TO SEX, ACADEMIC LEVEL OF LEARNER AND SES

Variable	Level of variable	N	M	SD	t-value
Sex	Girls	154	1.04	4.33	0.51
	Boys	161	1.28	3.9	
Academic level of learner	VIII	156	1.15	4.09	t-VIII/IX = 0.56
	IX	81	0.89	3.26	t-VIII/X = 0.61
	X	78	1.52	4.6	t-IX/X = 1.00
SES	High	27	-2.50	4.20	t-H/M = 3.16^{++}
	Middle	85	0.53	4.92	t-H/L = 4.26^{++}
	Low	203	1.25	4.84	t M/L = 1.14

** Significant at 0.01 level.

Observation of Table-5 reveals that the t-value for the significance of the difference between two mean scores of level of aspiration of female FGIs and male FGIs was not significant (CR = 0.5, $p < 0.05$). It means there was not effect of sex on aspiration of FGIs.

Out of three t-values no value was significant for three groups according to academic level of learner. So it can be said that there was no effect of academic level of learner on Level of aspiration.

The FGIs having high SES had lowest mean score (-2.50) of level of aspiration than those who are having middle SES. (CR = 3.16, $p < 0.01$) and low SES (CR = 4.26, $p < 0.01$). Low mean score suggests the low aspiration as compare to the ability of the subject. The results showed that the first

generation learners with lower SES were more aspired to achieve higher goal as compare to their real ability. Thus hypothesis 23 and 24 were not rejected, while hypotheses 25 was rejected partially.

Table - 6

DIFFERENCE IN LEVEL OF ASPIRATION OF FGLS AND THE OTHER LEARNERS AT EACH LEVEL OF SEX, ACADEMIC LEVEL OF LEARNER AND SES

Variable	Level of variable	Learners generation	N	M	SD	t
Sex	Girls	FGLs	154	1.04	4.33	0.06
		Others	161	1.01	4.21	
	Boys	FGLs	161	1.28	3.9	0.43
		Others	154	0.36	3.85	
Academic level of learner	VIII	FGLs	156	1.15	4.09	1.42
		Others	214	0.54	4.15	
	IX	FGLs	81	0.89	3.26	0.57
		Others	54	1.27	4.25	
	X	FGLs	78	1.52	4.62	1.22
		Others	47	0.70	2.83	
SES	High	FGLs	27	-2.50	4.2	3.24++
		Others	45	0.97	4.68	
	Middle	FGLs	85	0.53	4.93	1.55
		Others	110	1.63	4.94	
	Low	FGLs	203	1.25	4.85	1.55
		Others	160	0.52	4.14	

++ Significant at 0.01 level.

Observation of Table-6 reveals that there was no difference in level of aspiration of FGLs and other learners in either boys or girls. Similarly in each standard the FGLs and other learners were found equal in their level of aspiration.

The t-value for the significance of difference between the mean aspiration level scores was 3.24, which was significant at 0.01 level. It means the FGLs with high SES had low aspiration as compared to the level of aspiration of the other learners. The FGLS and other learners of middle as well as low SES were indifferent in their level of aspiration. Thus the hypotheses 31 was rejected, while 26, 27, 28, 29, 30, 32 and 33 were not rejected.

Chapter - IV

CONCLUSIONS AND EDUCATIONAL IMPLICATIONS OF THE STUDY

In this chapter the important conclusions and the educational implications of the study are presented.

CONCLUSIONS

1. Boys and girls of FGIs did not differ in their self-concept.
2. The FGIs of Std. X had higher self concept than that of FGIs of Std. VIII.
3. The FGIs having high SES had higher self-concept than that of FGIs having middle of low SES.
4. Female FGIs and female other learners did not differ in their self-concept.
5. Male other learners had higher self concept than that of male FGIs.
6. Other learners of Std. VIII had higher self concept as compare to self concept of FGIs of Std. VIII.
7. FGIs and other learners of Std. IV as well as Std. V did not differ in their self concept.
8. At middle level of SES, other learners were found having higher self concept than that of FGIs.
9. At high and low level of SES, FGIs and other learners were found equal in their self-concept.

10. There was no effect of sex and academic level of learner on readiness for learning.

11. Readiness for learning of FGIs having high SES was higher than that of FGIs having low SES.

12. Readiness for learning of male FGIs was lower than that of male other learners while female FGLs and female other learners were equal in their readiness for learning.

13. FGIs of Std. VIII had lower readiness for learning as compare to the other learners of Std. VIII, while FGIs and other learners of Std. IX as well as of Std. X were equal in their readiness for learning.

14. At any level of SES, FGIs and other learners were not found different in their readiness for learning.

15. There was no effect of sex and academic level of learner on their level of aspiration.

16. The level of aspiration of FGIs with high SES was lower than that of the FGIs with middle and low SES.

17. Female FGIs and Female other learners were indifferent in their level of aspiration similarly male FGIs and male other learners were indifferent in in their level of aspiration.

18. In each standard (VIII, IX, X) FGIs had same level of aspiration as the level of aspiration of other learners.

19. The FGLs of high SES had lower level of aspiration than that of the other learners of high SES.

20. At middle level of SES and low level of SES, FGLs and other learners were equal in their level of aspiration.

EDUCATIONAL IMPLICATIONS

1. The results regarding self-concept showed that the self-concept in FGLs increased as their academic status and social status increased. This suggests that a specific educational programme should be developed to improve the self-concept for the FGLs having low academic status and low SES.

2. The self-concept of FGL boys of Std. VIII having middle SES was found lower than other learners having same sex, academic status and SES. It implies to take care for improving self-concept of male FGLs of Std. VIII of middle SES.

3. Readiness for learning in FGLs having low SES was found lower than that of FGLs with high level of SES. So conselling programme should be arranged to increase readiness for learning in FGLs with low level of SES.

4. Male other learners, of standard VIII were found more ready to learn as compare to male FGLs of Std. VIII. It suggests that at time of entry in secondary school level male FGLs are not actively participated in learning

activities. So it is required for teachers and school principles to motivate such learners to involve actively in learning activities.

The FGIs with high SES have low aspiration level even though they have an ability. It means they are more suspicious about their success to achieve the goal. So they are setting their goal lower than they have achieved in past. It means such FGIs are required to motive to set their goals according to their abilities. Moreover FGIs with SES were found lower in their aspiration than other learners so perticularly this group is needed to get guidance about setting real goal.

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